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ABSTRACT

This paper presents a preliminary examination of the extent to which 580 school districts in New York State practice various kinds of community education activities. After an initial mailing screening survey, 480 school districts were identified as having a variety of community education activities, the potential for these activities, or an established community education program perceived by the district. Four variables--the presence of a full time director, the existence of a community center, the assessment of needs, and the operating of an advisory council--because of their relationship to some of the eight federal minimum elements, were related to the other variables of the interview. Several significant relationships were found. Of particular note is the significant relationship between the existence of an advisory council and the broad scope of citizens served by community education programs. Also, it is clear that a significant relationship exists between the presence of a community center and the space and facilities that the school district provides for a variety of community education activities. Only four variables were examined. It will be important to identify other variables that affect community education activities and programs. At a time of limited fiscal resources, school districts will need to know how to spend their money to get the kind and variety of services they desire. (KC)

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Community Education in New York State: A First Look

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INTRODUCTION AND PURPOSE

One of the purposes of community education programs, as described in the Community Schools and Comprehensive Community Education Act, Title VIII of the Elementary and Secondary Education Act of 1965, as amended by the Education Amendments of 1978 (P.L. 95-561), is to develop the "capacity within States to support the continued growth of community education" (Federal Register, April 1980, p. 22702). The New York State Education Department, Division of Continuing Education, considered that a first step in providing this support is to identify the community education activities that are practiced in the 712 regular, operating school districts in the State.

The purpose of this paper, then, is to present a preliminary study which describes the extent to which various kinds of community education activities are practiced by school districts in New York State. Ancillary to this purpose, the paper will also examine the relationship of these community education activities and the eight minimum elements of a community education program described in Section 802, Title IX of the Community Schools and Comprehensive Community Education Act.

METHODOLOGY

From the literature (See LeTarte and Minzey, 1972; Seay, 1974; Decker, 1977), from practitioners, and from experts a screening survey was developed (See Appendix A). It distinguished school districts which had a potential for community education activities, school districts which had minimal community education activities with perhaps some elements of a community education program, and school districts which had a broad scope of community education activities with a clearly perceived community education program. The survey asked the following three questions:

1. Are the school buildings in your district used by agencies, organizations, or groups for programs other than the regular or extracurricular K-12 program or the district's own adult education or continuing education program?

2. Does your district plan or coordinate programs with these various community agencies such as establishing a calendar of activities, sharing resources, exchanging ideas, or implementing joint programs?

3. Is the planning, cooperation, or coordination between your district and the various community agencies accomplished through an officially mandated advisory group composed of representatives of the school district, various community agencies, and private citizens?

CE029560

*Division of Continuing Education, Albany, NY 12234

Each question suggests a greater degree or greater commitment to community education activities. The first question really suggests a potential for community education activities. It implies that no community education activities actually are practiced, but by allowing various agencies to use their buildings, school districts create a situation where community education activities are probable. The second question suggests some community education activities with perhaps some minimal program perceived by the district. This category includes a wide range of community education activities that a school district might practice (See Appendix B). The third question suggests a broad scope of community education activities and a clearly perceived community education program.

The screening survey was mailed to the superintendents of each of the 712 regular, operating school district in New York State. A total of 580 or about 81 percent of the superintendents responded. The 480 superintendents or contact persons who responded positively to any of the three questions were given a follow-up telephone interview (See Appendix B). It analyzed the three questions of the initial screening survey into 16 multi-part questions. Each question had one to ten sub-questions for a total of 136 sub-questions. The 16 multi-part questions operationally described some of the eight minimum elements of a community education program described in the Community Education Act (See Appendix D).

The responses to the telephone interview were totaled and percent equivalents were calculated (See Appendix B). Highlights of the survey were put together which described the two or three greatest responses to the 16 multi-part questions and some statistically significant relationships among the 136 sub-questions (See Appendix C). The 380 school districts which responded positively to the first two questions or to all three questions of the initial survey were then analyzed with respect to these multi-part questions. The 380 respondents were dichotomized by a positive-negative or high-low response to many of the 16 multi-part questions. The number of high-low or positive-negative responses were then compared with respect to each of the 136 sub-questions by means of a chi square test.

FINDINGS

Table 1 below describes the responses to the initial three questions survey.

Table 1

Responses to Community Education Screening Survey

Kind of Response	Number	Percent of Districts Surveyed*	Percent of Total Districts
No positive responses	100	17.2	14.0
Positive response to Question 1	120	20.7	16.9
Positive response to Questions 1 and 2	308	53.1	43.3
Positive response to Question 1, 2 & 3	52	9.0	7.3

*132 (18.5 percent) of the school districts in the State did not respond to the survey

The responses indicate that 100 (14 percent) of the school districts in New York State have no community education activities whatsoever; they indicate that 120 (16.9 percent) of the school districts in New York State have the potential for community education activities or a community education program; they indicate that 308 (43.3 percent) of the school districts have some community education activities or some minimal elements of a community education program; they also indicate that 52 (7.3 percent) of the school districts have a broad scope of community education activities with a clearly perceived community education program.

Significant relationships were found between some of the 16 multi-part questions and several of the 136 sub-questions.

Full-Time Director

About ten percent of the districts indicated that they had full-time directors of a community education program. Significant differences were present in seven sub-questions. Table 2 below presents a summary of the chi square values for these seven sub-questions. They concerned (1) the use of the district building(s) by business or industrial agencies, (2) the districts' coordination or planning with social services agencies, (3) the existence of centralized staff development opportunities, multi-service centers, and an ombudsman, (4) and the districts' coordination with other agencies for parent programs and youth activities.

Table 2

A Summary of Chi-Square Values Which Indicates the Relationships Between a Full-Time Director and Seven Sub-Questions

The Relationships Between a Full-Time Director and the Sub-Questions:	Chi-Square Value	Level of Significance
1. Use of buildings by business & industry	3.881	.049
2. Coordination with social service agencies	6.025	.014
3. Centralized staff development opportunities	9.062	.003
4. Multi-service centers	6.384	.012
5. Ombudsman	6.921	.009
6. Coordination with parent programs	4.568	.033
7. Coordination with youth activities	4.477	.034

Community Center

About 89 percent of the districts indicated that they had a community center. Of all the public facilities mentioned, a building in the school district was indicated most often (50 percent) as serving as a community center. Significant differences were present in 15 sub-questions. Table 3 presents a

Table 3

A Summary of Chi-Square Values Which Indicates the Relationships Between a Community Center and Fifteen Sub-Questions

The Relationships Between a Community Center and the Following Sub-Questions:	Chi-Square Value	Level of Significance
1. Use of buildings by social service agencies	5.089	.024
2. Centralized record keeping	4.644	.031
3. Providing of human resources by other educational agencies	5.553	.019
4. Providing of space/ facilities by the school district for parent programs	4.418	036
5. Providing of space/ facilities by the school district for senior citizens programs	16.463	.0000
6. Providing of space/ facilities by the school district for volunteer activities	11.966	.0005
7. Providing of space/ facilities by the school district for social programs	13.032	.0003
8. Providing of space/ facilities by the school district for pre-school programs	5.829	.016
9. Providing of space/ facilities by the school district for youth activities	15.977	.001
10. Providing of space/ facilities by the school district for social service activities	8.307	.004
11. Providing of space/ facilities by the school district for recreational activities	13.180	.0003
12. Leadership role by the school district in youth activities	4.087	.043
13. Leadership role by the school district in recreational activities	4.332	.037
14. Existence of community education activities after school	10.658	.001
15. Programs for senior citizens	4.288	.038

5

6

summary of the chi square values for these 15 sub-questions. They concerned (1) the use of the districts' building(s) by social service agencies, (2) the existence of centralized record keeping, (3) the providing of human resources by other educational agencies, (4) the providing by the district of space or facilities for parent programs, senior citizen programs, volunteer activities, social programs, pre-school programs, youth activities, social service activities, and recreational activities, (5) the leadership role of the district in youth activities and recreational activities, (6) the existence of community education activities after school, (7) the existence of programs for senior citizens.

Needs Assessment

Mailed questionnaires were the means most often chosen (47 percent) by the advisory council to assess community needs and interests. Significant differences were present in 3 sub-questions which concerned (1) the districts' coordination of pre-school programs with other community agencies, (2) the mandating of the advisory council by the Board of Education, and (3) the presence of citizens at large on the advisory council. Table 4 presents a summary of the chi square values for these 3 sub-questions.

Table 4

A Summary of Chi Square Values Which Indicates the Relationships Between Assessing Needs and Three Sub-Questions

The Relationships Between Assessing Needs and the Following Sub-Questions:	Chi-Square Value	Level of Significance
1. The school district's coordination of pre-school programs with other community agencies	4.722	.029
2. Board of Education's mandating of an advisory council	4.094	.043
3. Presence of citizens on the advisory council	4.775	.029

Advisory Group

About 14 percent of the districts indicated that they had mandated advisory councils. Significant differences were present in 21 sub-questions which concerned (1) the districts' planning or coordination with government agencies, business or industrial agencies, and social service agencies, (2) the existence of centralized staff development and joint programming with other agencies, (3) the providing of physical resources by social service agencies and voluntary organizations, (4) the leadership role of the district in senior citizens program, pre-school programs, youth activities, social services activities, and recreational activities, (5) and the providing by the district of pre-school programs, adult education programs, programs for senior citizens, functionally illiterate individuals, limited English speaking individuals, and handicapped individuals.

Table 5

A Summary of Chi Square Values Which Indicates the Relationships Between a Mandated Advisory Group and Twenty-One Sub-Questions

The Relationships Between a Mandated Advisory Group and the Following Twenty-One Sub-Questions:	Chi Square Value	Level of Significance
1. The school district's planning or coordination with government agencies	4.048	.044
2. The school district's planning or coordination with business or industrial agencies	5.876	.015
3. The school district's planning or coordination with social service agencies	14.295	.0002
4. The school district's involvement with ad hoc case coordination	4.699	.030
5. The presence of a centralized staff development system	6.727	.009
6. The school district's joint programming with other community agencies	5.783	.016
7. The presence of an ombudsman	16.213	.0001
8. Providing of physical resources by other educational agencies	6.271	.012
9. Providing of human resources by social service agencies	10.518	.001
10. Providing of human resources by voluntary organizations	6.182	.013
11. The school district's leadership role in senior citizens programs	11.024	.0009
12. The school district's leadership role in preschool programs	3.730	.05
13. The school district's leadership role in youth activities	7.932	.005
14. The school district's leadership role in social service activities	6.907	.009
15. The school district's leadership role in recreational activities	4.310	.038
16. Holding community education activities during the regular school day	3.811	.050

Table 5 Cont

A Summary of Chi Square Values Which Indicates the Relationships Between a Mandated Advisory Group and Twenty-One Sub-Questions

The Relationships Between a Mandated Advisory Group and the Following Twenty-One Sub-Questions:	Chi Square Value	Level of Significance
17. Providing programs for pre-school children by the school district	4.392	.036
18. Providing programs for senior citizens by the school district	5.640	.018
19. Providing programs for limited English-speaking individuals by the school district	15.200	.0001
20. Providing programs for functionally illiterate individuals by the school district	4.609	.032
21. Providing programs for mentally or physically handicapped individuals	4.351	.037

10

11

Table 5 presents a summary of the chi square values for these 21 sub-questions.

DISCUSSION

The four multi-part questions - the presence of a full-time director, the existence of a community center, the assessment of needs, and the operating of an advisory council - were chosen to be analyzed because they relate to four of the eight minimum elements of a community education program described in the Community Education Act (See Appendix D). The presence of a full-time director can be considered a significant part of the "substantial involvement by the local educational agency in administering and operating the program." The existence of a community center is one of the eight minimum elements. The assessment of needs corresponds with "procedures for identifying community needs." The functioning of an advisory council is a significant element in "community involvement in advice and governance."

Some of the minimum elements are related to each other. For example, an expected relationship exists between community involvement in advice and governance and service to a broad scope of community groups. School districts with advisory councils tend to provide programs for pre-school children, adults in general, senior citizens in particular, functionally illiterate individuals, limited English-speaking individuals, and handicapped individuals.

Other elements, however, are not related when one might expect them to be. For example, while one might expect that substantial involvement by a school district would have a relationship to a broad scope of services, the data do not support this expectation. The presence of a full-time director for community education activities has a significant relationship to only seven (5 percent) of the other 135 sub-questions. If a school district had to make a choice of spending its money on a full-time director or the development of advisory councils, it may be wise for it to spend it on the latter.

Full-Time Director

As was mentioned above, the presence of a full-time director does not have a relationship to a broad scope of services. A significant relationship exists, however, between the presence of a full-time director and the three kinds of services least often provided by school districts (See Table 2). Of the 12 kinds of coordination, planning, and services, the three least often undertaken or provided were multi-service centers (27 percent), centralized staff development opportunities (20 percent), and the existence of an ombudsman (10 percent). The presence of a full-time director may enable a school district to provide these more complex services.

Community Center

It is interesting to note that a school building is the public facility most often used as a community center (50 percent). A significant relationship exists between having a community center and the space and resources that it provides to most of the community activities indicated on the survey. While it might be expected that a community center can provide space and facilities for various community activities, this, in fact, seems to be the practice among school districts in New York State.

Needs Assessment

Few significant relationships exist between an advisory council's assessing the needs and interests of the community and the scope of community education activities. It is difficult to assess the reasons for the limited, significant relationships. One possible reason may be the wide variation of needs and interests which are present in the many school districts in New York State. A needs assessment of a community, then, may tend to generate more or less activities depending on the identified needs and available resources of a particular community. A significant relationship exists between assessing needs by an advisory council and the advisory council's being mandated by a local board of education and between assessing needs by an advisory council and the presence of citizens at large on the advisory council. A board of education's mandating an advisory council and citizen involvement on an advisory council tend to encourage the undertaking of community needs assessments.

Advisory Group

The existence of an advisory council has a significant relationship to a school district's leadership role in many community education activities and a significant relationship to the scope of community education programming. Programs for limited English speaking individuals (42 percent) and functionally illiterate individuals (36 percent) were programs least undertaken by school districts. The presence of a mandated advisory council may encourage school districts to provide programs for these two populations. Reasons for such relationships are not clear. Perhaps, representatives on advisory councils are more aware of the needs of functionally illiterate and limited English speaking individuals.

SUMMARY AND CONCLUSION

The paper presents a preliminary examination of the extent to which 580 school districts in New York State practice various kinds of community education activities. After an initial mailing screening survey, 480 school districts were identified as having a variety of community education activities, the potential for these activities or an established community education program perceived by the district. Four variables, - the presence of a full-time director, the existence of a community center, the assessment of needs, and the operating of an advisory council - because of their relationship to some of the eight Federal, minimum elements, were related to the other variables of the interview. Several significant relationships were found. Of particular note is the significant relationship between the existence of an advisory council and the broad scope of citizens served by community education programs. Also, it is clear that a significant relationship exists between the presence of a community center and the space and facilities that a school district provides for a variety of community education activities.

Only four variables were examined. It will be important to identify other variables that affect community education activities and programs. At a time of limited fiscal resources, school districts will need to know how to spend their money to get the kind and variety of services they desire.

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APPENDIX A

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Continuing Education
Albany, New York 12234

July, 1980

TO: Superintendents of Public Schools

FROM: Garrett Murphy

SUBJECT: Community Education

The Education Department's Division of Continuing Education currently administers a Community Education grant from the U.S. Department of Education. Community education promotes the coordination of a wide range of educational and human services in public school facilities of communities which chooses to have community education programs. More and more people are becoming interested in community education. Many schools recently have established community education programs partly because of the increasing surplus school space and buildings. So that we can more effectively provide technical assistance to community education programs and respond to federal data requirements, we need to assess the extent of community education in New York State.

I ask that you help us to make this assessment by returning the preliminary questionnaire on the back of this letter; it should take only a minute or two to complete. This response will enable us to identify current community education programs.

Through a follow-up telephone survey, we will request further information from those districts that respond positively to the three questions on the preliminary questionnaire.

Please mail your response to the address below as soon as possible, but no later than August 15.

Thank you for your cooperation.

Dear Superintendent or Designee:

Please check the most appropriate box for each of the following questions:

1. Are any of the school buildings in your district used by agencies, organizations, or groups for programs other than the regular or extra-curricular K-12 program or the district's own adult education or continuing education program? (For example, is your district able to provide any facilities for the parks and recreation agency, social service agencies, volunteer services agencies, etc. in your community?)

   ☐ Not at all

   ☐ Sometimes, not regularly

   ☐ Frequently or regularly

2. (If you answered "Sometimes" or "Frequently" to No. 1) Does your district plan or coordinate programs with these various community agencies such as establishing a calendar of activities, sharing resources, exchanging ideas, or implementing joint programs?

   ☐ Not at all

   ☐ Sometimes, not regularly

   ☐ Frequently or regularly

3. (If you answered "Sometimes" or "Frequently" to No. 2) Is the planning, cooperation, or coordination between your district and the various community agencies, and private citizens?

   ☐ Yes

   ☐ No

Please indicate below the name and phone number of a person who could provide further information:

District name _____

Contact person _____

Phone _____

COMMUNITY EDUCATION SURVEY

I. In responce to the Community Education survey sent to you in July, 1980, you indicated that school buildings in your district are used sometimes or frequently by agencies, organizations, or groups for programs other than the regular or extracurricular K-12 programs or the district's own adult education or continuing education program.

a. Indicate the kinds of agencies, organizations, and groups using your building(s):

No.	%		
365	76	1.	parks and recreation agencies
322	67	2.	municipal or county governmental agencies
191	40	3.	business or industrial agencies
260	54	4.	social service agencies/organizations
320	67	5.	other educational agencies
466	97	6.	private, voluntary, and cultural agencies/organizations
8	2	7.	others _____

II. In addition to school building use, you further indicated that your district sometimes or frequently plans or coordinates programs with various community agencies.

a. Indicate the kinds of agencies with whom you plan or coordinate:

No.	%		
273	76	1.	parks and recreation
214	60	2.	municipal or county governmental agencies
111	31	3.	business or industrial agencies
208	58	4.	social service agencies
247	69	5.	other educational agencies
305	85	6.	private, voluntary, and cultural agencies
12	3	7.	others _____

b. Indicate the kinds of planning or cooperation that you do:

No.	%		
323	90	1.	calendar planning
341	95	2.	information sharing
225	63	3.	ad hoc case coordination
270	75	4.	publicity
107	30	5.	centralized client services (recruitment, intake, referral, transportation, or follow-up)
92	26	6.	centralized record keeping for information or clients
141	39	7.	purchase or service, joint budgeting, joint funding
73	20	8.	centralized staff development programs
250	69	9.	joint programming
97	27	10.	multi-service centers
102	28	11.	volunteer bureau
37	10	12.	ombudsman
5	1	13.	other, specify _____

c. Indicate those agencies which provide the greatest physical, financial, or human resources for activities undertaken in cooperation with your school districts:

	No.-P	%	No.-F	%	No.-H	%
1. other educational agencies	80	22	72	20	224	62
2. parks and recreation agency	112	31	98	27	216	60
3. municipal or county agency	75	21	73	20	165	46
4. social service agency	44	12	40	11	199	55
5. private, voluntary, cultural agencies	87	24	73	20	248	69
6. other, specify	8	2	8	2	19	5

d. Other than the K-12 programs and continuing education programs in your district, indicate those activities or programs sponsored by your school district or in which your school district is directly involved:

	Leadership, Initiation, Active role		Coordination, Cooperation Role		Non-active, Provide space or other resources	
	No.	%	No.	%	No.	%
1. parent programs	240	67	207	58	160	44
2. senior citizen programs	84	23	139	39	163	45
3. volunteer activities	136	38	172	48	133	37
4. social, cultural programs	139	39	214	59	166	46
5. pre-school programs	127	35	138	38	115	32
6. youth activities	202	56	238	66	186	52
7. social services activities	67	19	178	49	124	34
8. recreational activities	184	51	257	71	192	53
9. other - specify	3	.8	7	1.9	9	2.5

e. When do community education activities occur?(check as many as apply):

No.	%		
359	99.7	1.	school year
332	92	2.	summer months
350	97	3.	evenings
289	80	4.	weekends
201	56	5.	regular school day
339	94	6.	after school

f. Indicate the groups in your community served by activities or programs sponsored by your school district or which your school district is directly involved (check as many as apply):

No.	%		
212	59	1.	pre-school children
344	96	2.	school age children K-12
349	97	3.	adults
267	74	4.	senior citizens
150	42	5.	limited English speaking individuals
129	36	6.	functionally illiterate individuals
205	57	7.	mentally or physically handicapped
16	4	8.	other - specify _____

g. Is there a Coordinator/Director of programs?

No.	%		
240	67	1.	Yes
120	33	2.	No

3. If no, who is responsible?

	No.	%
a. Supt. or Asst. Supt.	183	51
b. Principal	33	9
c. Other Administrator	116	32
d. Other	23	6

h. Indicate the job title/responsibilities of the Coordinator/Director:

No.	%		
34	9	1.	Coordinator/Director of Continuing Education
18	5	2.	Coordinator/Director of Community Education
8	2	3.	Both 1 and 2
180	50	4.	Other - specify _____

i. Indicate the scope of the job responsibility:

No.	%		
37	10	1.	fulltime
283	79	2.	parttime (community education responsibilities are part of, or in, conjunction with other responsibilities).
34	9	3.	extra-time (community education responsibilities are in addition to other fulltime responsibilities).

☐ Check here, if it is indicated by respondent.

j. Is there a building(s) in the community which is perceived as a community center?

No.	%		
39	11	1.	No
321	89	2.	Yes. If yes, what agency(ies) in the community provide(s) such a center?

No.	%		
180	50	a.	school district
15	4	b.	parks & recreation
85	24	c.	municipal government
4	1	d.	other educational agency, specify _____
8	2	e.	social service agency, specify _____
29	8	f.	other, specify _____

III. In response to the Community Education survey, you indicated that planning, cooperation, or coordination between your district and the various community agencies is accomplished through an officially mandated advisory group composed of representatives of the school district, various community agencies, and private citizens.

a. Who mandates your advisory council(s)?

No.	%		
23	6	1.	not mandated
47	13	2.	mandated by BOE
5	1.4	3.	mandated by town or other
285	79	4.	no advisory council

b. Indicate the kinds of agencies and citizens represented by the advisory group:

No.	%		
64	85	1.	school administrators
57	76	2.	teachers
73	97	3.	parents
39	52	4.	students
37	49	5.	Parks & Recreation personnel
35	47	6.	municipal government personnel
52	69	7.	business of industrial personnel
39	52	8.	social services personnel
39	52	9.	other educational agency personnel
64	85	10.	citizens, not representing a particular agency

c. Does your advisory council(s) regularly assess the needs, interests, and concerns of the community?

No.	%		
12	16	1.	No
63	84	2.	Yes

c. cont.:

No.	%

3. If yes, indicate how is this assessment accomplished?

No.	%	
36	48	a. mailed questionnaires
23	31	b. participant questionnaires
16	21	c. telephone survey
33	44	d. other, specify _____

d. Indicate the areas about which the Advisory Council(s) gives advice:

1. The K-12 system:

No.	%	
25	33	a. building and grounds
30	40	b. curriculum & instruction
17	23	c. personnel and management
33	44	d. extra curricular activities
26	35	e. evaluation of services
3	4	f. other, specify _____

2. The adult education programs:

No.	%	
48	64	a. curriculum and instruction
39	52	b. personnel and management
45	60	c. evaluation of services
6	8	d. other, specify _____

☐ Check here if the respondent indicates two or more of the above areas.

No.	%	
34	45	3. parks and recreation
25	33	4. municipal government
27	36	5. social services
30	40	6. other educational institutes
21	28	7. business and industry
32	43	8. private, voluntary, and cultural organizations
48	64	9. ad hoc problems, issues, and concerns in the community
3	4	10. other, specify _____

e. For each of the following, indicate the kind of role which each has in making decisions for community education programs and activities:

	Not Significant		Minimally Significant		Significant	
	No.	%	No.	%	No.	%
1. Local Board of Education	5	7	9	2	70	93
2. Superintendent	4	5	9	12	71	95
3. Director of Community Education	3	4	7	9	49	65

e. cont.:

	Not Significant		Minimally Significant		Significant	
	No.	%	No.	%	No.	%
4. Interagency/Coordinating Councils	13	17	14	19	19	25
5. Citizens' Advisory Group	4	5	22	29	38	51
6. Other, specify						

Note: 480 positive responses were received for question #I; 360 positive responses were received for questions #I & #II; and 52 positive responses were received for questions #I, II, & III.

APPENDIX C

HIGHLIGHTS OF COMMUNITY EDUCATION SURVEY

GENERAL

- 580 of 712 regular operating school districts, about 82 percent, responded to the survey.
- 120 school districts, about 21 percent of the respondents, indicated that a variety of community agencies use the districts' buildings.
- 52 school districts, about 9 percent of the respondents, indicated that they have a broad scope of community education activities with a clearly established community education program.
- In summary, 360 of the 712 regular operating school districts, about 50 percent, have some kind of community education activities.

SPECIFIC

Following are the two highest percentages for each category:

Types of community agencies using buildings

- private, voluntary, and cultural agencies 97%
- parks and recreation 76%

Types of community agencies which plan with the school district

- private, voluntary, and cultural agencies 85%
- parks and recreation 76%

Kinds of planning that school undertakes with community agencies

- information sharing 95%
- calendar planning 90%

Agencies which provide physical resources to school districts

- parks and recreation 31%
- private, voluntary, and cultural agencies 24%

Agencies which provide financial resources to the school districts

- parks and recreation 27%
- other educational agencies and municipal or county agencies 20%

Agencies which provide human resources to the school districts

- private, voluntary, and cultural agencies 69%
- other educational agencies 62%

Leadership role by school districts

- parent programs 67%
- youth activities 56%

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- youth activities 56%

Coordination role by school districts

- recreational activities 71%
- youth activities 66%

School district provides space or resources, not active role

- recreational activities 53%
- youth activities 52%

When community education activities occur

- during school year 99.7%
- after school 94 %

Groups served by community education activities

- adults 97%
- school-age children, K-12 96%
- senior citizens 74%

Person responsible for program

- Superintendent or Assistant Superintendent 51%
- other administrator 32%

Agencies providing community center

- school district 50%
- municipal government 24%

Kinds of agencies and citizens represented on advisory council

- parents 97%
- school administrators 85%
- citizens, not representing a particular agency 85%

Areas about which advisory council gives advice (K-12 system)

- extra-curricular activities 44%
- curriculum and instruction 40%

Areas about which advisory council gives advice (adult education)

- curriculum and instruction 64%
- evaluation of services 60%

STATISTICAL RELATIONSHIPS

Statistically significant relationships exist between the following:

- the presence of a full-time director and centralized staff development opportunities and the presence of an ombudsman
- the presence of a community center and the resources for the community education activities
- the mandate of an advisory council and the undertaking of a community needs assessment
- the presence of citizens-at-large on an advisory council and the undertaking of a community needs assessment
- the presence of an advisory council and the leadership role which a school district takes in many community education activities
- the presence of an advisory council and programs for limited-English-speaking individuals and for functionally illiterate individuals

OTHER

- About 10 percent of the districts indicated that they had full-time directors; 79 percent had part-time directors; 9 percent had extra-time directors.
- A school building(s) is most often identified as the community center.
- Most districts (84 percent) with advisory councils assess community needs.
- Mailed questionnaires were most often chosen as the means for community assessment.

In Section 802, Title IX of the Act (Federal Register, p. 22703), eight minimum elements of a community education program are described. Although some of them have two or more parts, they state that the community education program shall have the following basic elements:

1. Substantial involvement by the local educational agency in administrating and operating the program;

2. Service to an identified community

3. A community center;

4. A broad scope of services; reinforcement of the regular instructional program;

5. Procedures for identifying community needs;

6. The use of community resources and the cooperation of public and private agencies;

7. Service to a broad scope of community groups;

8. Community involvement in advice and governance.